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State Policies on Standards-Based Education Over the Past Decade Found to Have a Positive Relationship With Gains in Student Achievement

Report Finds Significant Gains for Poor and Minority Students Since 1992, With Some States Leading the Pack

EDITORS: Grades on standards and accountability, efforts to improve teacher quality, school climate, and resource equity are available for all 50 states and the District of Columbia, along with student-achievement data and trends over time. Individual state highlights reports available for each state.

WASHINGTON—Jan. 4, 2006—A decade of state efforts to carry out standards-based education shows a positive relationship with gains in student achievement on the National Assessment of Educational Progress, according to *Quality Counts 2006.*

For the first time ever, the 10th edition of the report, released today by *Education Week,* examines the progress that states have made on a core set of policy indicators related to standards-based reform. The report was first released in 1997.

An original analysis conducted for *Quality Counts at 10: A Decade of Standards-Based Education* by the Editorial Projects in Education Research Center finds that state efforts to devise standards, tests, and accountability systems in education are positively related with gains on NAEP reading and math tests in grades 4 and 8 from 1996 to 2005. But the report found a negative relationship between state implementation of policies related to teacher quality and gains in math and reading scores.

"After a decade of tracking state policy efforts in education, our results are at once heartening and sobering," said Virginia B. Edwards, the editor of *Quality Counts 2006* and *Education Week.* "They're heartening because when looked at over more than a decade, student achievement has gotten better, particularly in mathematics and particularly for low-income and minority students.

"An increasing number of states also have embraced a standards-based-education framework, with some of the earliest and most ardent adopters of standards-based accountability systems making some of the most progress in student achievement," she added. "But improvements still have not come far or fast enough."

The comprehensive report on public education in the 50 states and the District of Columbia was produced with the support of the Pew Center on the States.

"The ability to track and compare the progress of state reform efforts is critical to identifying approaches that have a positive impact for students," said Sue Urahn, the director of The Pew Charitable Trusts' state policy program. "This report offers states and the nation a useful benchmark in efforts to provide students with the best education possible."

A DETAILED STATE-BY-STATE PICTURE

For the 10th edition of *Quality Counts,* the Educational Testing Service of Princeton, N.J., conducted a series of special analyses of NAEP scores between 1992 and 2005. The analyses highlight how each state's improvement over the past decade compares with the performance of the nation as a whole. The report also

takes a much closer look than previous studies at which states have made significant progress in closing achievement gaps between black and white, Hispanic and white, and poor and nonpoor students.

The results in mathematics are particularly encouraging. Nationally, NAEP scores in 4th grade math have increased by 18.5 points on a 500-point scale, or nearly two grade levels, since 1992, near the start of the standards movement. Grade 8 math performance improved by 10.7 points.

Seven states had gains in mathematics that significantly outpaced those for the nation as a whole in both grades 4 and 8: Arkansas, Delaware, Louisiana, Mississippi, North Carolina, South Carolina, and Texas. North Carolina posted the largest gains: 28.4 points at grade 4 and 23.4 points at grade 8. Other states saw significantly less growth than the nation as a whole at both grade levels: Iowa, Maine, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, and Utah.

In contrast, the national average in reading barely budged from 1992 to 2005, inching up just 2 points in grades 4 and 8. But, even here, somewhat better news lies beneath the surface. The scores for black, Hispanic, and low-income youngsters in 4th grade reading increased at nearly triple the national average, or about two-thirds of a grade level.

Delaware was the only state whose reading gains significantly outpaced the national average in both grade 4 between 1992 and 2005 and in grade 8 between 1998 and 2005. But Florida, Maryland, and New York experienced reading gains significantly above the national average in grade 4, and Massachusetts and Wyoming did so in grade 8.

CLOSING ACHIEVEMENT GAPS

The mathematics gains for black and Hispanic 4th graders over the past decade—27.7 points and 24.2 points, respectively—are particularly heartening. One way to think about those gains is that if the scores for white students had not also improved, the advances would have been enough to shrink the black-white achievement gap that existed in 1992 by 80 percent, and the Hispanic-white gap by 94 percent, virtually closing the gap between those two groups in 4th grade math.

Nationally, the achievement gap narrowed significantly between black and white students in math in both grades 4 and 8, and between Hispanic and white students in grade 4. The largest gap-closing on NAEP, nearly 9 points, was found between black and white students in 4th grade math. There was no significant gap-closing in reading nationally.

Progress in closing achievement gaps at the state level was mixed, although the picture is complicated by the fact that many states either did not take part in the state-level NAEP during the periods examined or did not have enough minority students in the NAEP samples to permit valid comparisons of change over time. The following states experienced significant gap-closing in at least one area (black-white, Hispanic-white, or poor-nonpoor students) without a significant decline in average scores for the higher-performing group:

- Grade 4 reading: Connecticut, Delaware, District of Columbia, Florida, New Jersey, New York, Oregon, and Texas.

- Grade 8 reading: Delaware and Utah.

- Grade 4 math: Alabama, Arizona, California, Connecticut, Delaware, the District of Columbia, Florida, Georgia, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, New York, North Carolina, Oregon, Pennsylvania, South Carolina, Texas, Virginia, and West Virginia.

- Grade 8 math: California, New York, and Texas.

The 2006 report highlights individual states—including Delaware, Massachusetts, New York, North Carolina, and Texas—whose progress stands out over the past decade, with in-depth profiles that explore what might explain such changes.

STATES' STANDARDS-BASED EFFORTS LINKED TO GAINS ON NAEP

For *Quality Counts 2006*, the EPE Research Center tracked state policy initiatives over the past decade in four core areas—standards, assessments, accountability, and efforts to improve teacher quality—based on 24 specific indicators.

To examine the relationship between standards-based education and gains on NAEP, the research center conducted a series of analyses using regression models. The predictor was changes in the strength of states' standards-based policies between 1997 and 2005. The outcome was changes in NAEP achievement between 1996 and 2005 for math, and between 1998 and 2005 for reading. The center conducted separate analyses for math and reading in grades 4 and 8.

Initial analyses found a moderate positive relationship between states' overall embrace of standards-based education and gains in student math achievement. But the researchers observed a slight negative relationship for reading. Further analyses—exploring the relative contribution of standards, assessments, accountability, and efforts to improve teacher quality—revealed that the implementation of policies to support teacher quality related negatively to achievement gains in both reading and math.

In a second analysis, the researchers eliminated the teacher-quality policies from the overall measure of standards-based-reform implementation in order to focus specifically on the contribution of policies related to standards, assessments, and accountability. Once teacher quality was taken out of the picture, the relationship between states' efforts to implement standards-based reforms and gains in student achievement became much stronger. Improvement for math in grades 4 and 8 became statistically significant, while positive but more modest effects emerged for reading.

Preliminary analyses also found no relationship between state resource and equity indicators and student-achievement gains, after states' initial NAEP performance was taken into account.

STATES AVERAGED GRADE OF C-PLUS

As is true every year, the 2006 report also tracks student achievement across the 50 states and the District of Columbia, and charts progress on states' education systems in four areas: standards and accountability, efforts to improve teacher quality, school climate, and school resources and the equity of school finance systems. States averaged a C-plus across the graded categories, the same as last year.

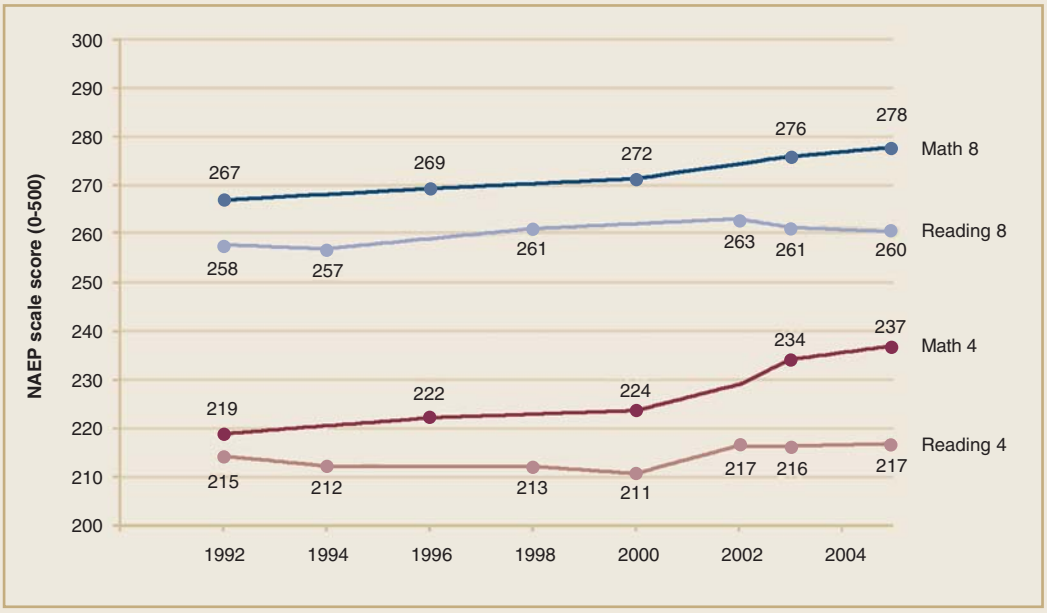
As part of the 10-year retrospective on standards-based education, *Education Week* also invited five prominent policy observers to contribute their personal views to *Quality Counts* on what standards-based policies have accomplished so far, and what the next phase of improvement steps should be.

For the first time, the EPE Research Center also has produced detailed state-by-state reports on how states have performed on this year's indicators and the progress they've made over time. The state highlights reports, which replace and expand on the state summaries that appeared in previous print editions of *Quality Counts,* can be viewed on the Web at www.edweek.org/qc06/shr. The full report can be viewed on the Web at www.edweek.org/qc06.

Education Week, American education's newspaper of record,
is owned and operated by Editorial Projects in Education,
a nonprofit corporation based in Bethesda, Md.

Trends in Student Achievement on NAEP

Since 1992, average student achievement on the National Assessment of Educational Progress has gotten better in mathematics, but results in reading are discouraging.

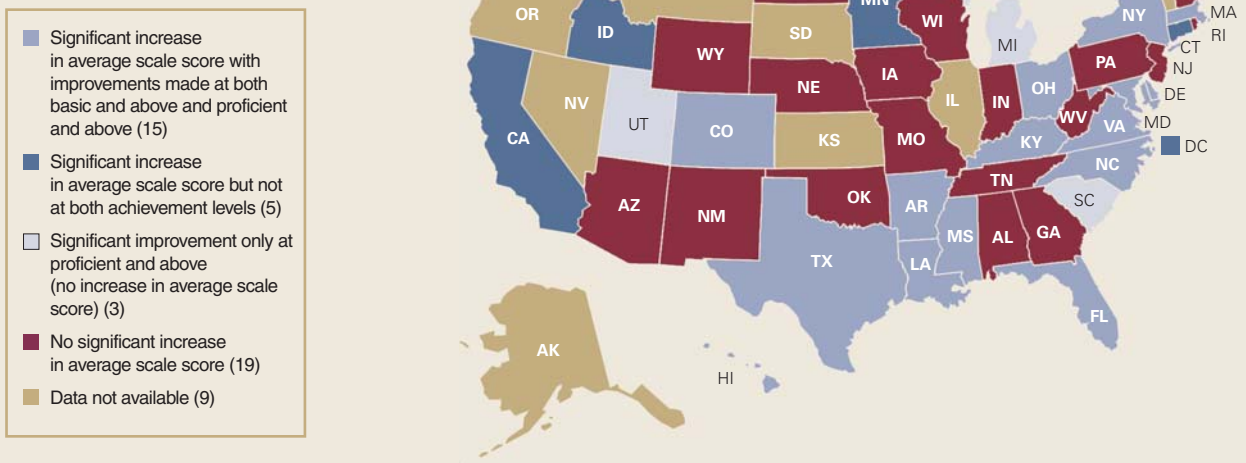


Note: Trends between 1992 and 2005 reflect statistically significant increases for math in grades 4 and 8 and reading in grade 8. Data from 1996 to 2005 reflect the use of accommodations for students with disabilities and English-language learners. Accommodations were not permitted in 1992 and 1994.
SOURCE: Editorial Projects in Education Research Center, 2006

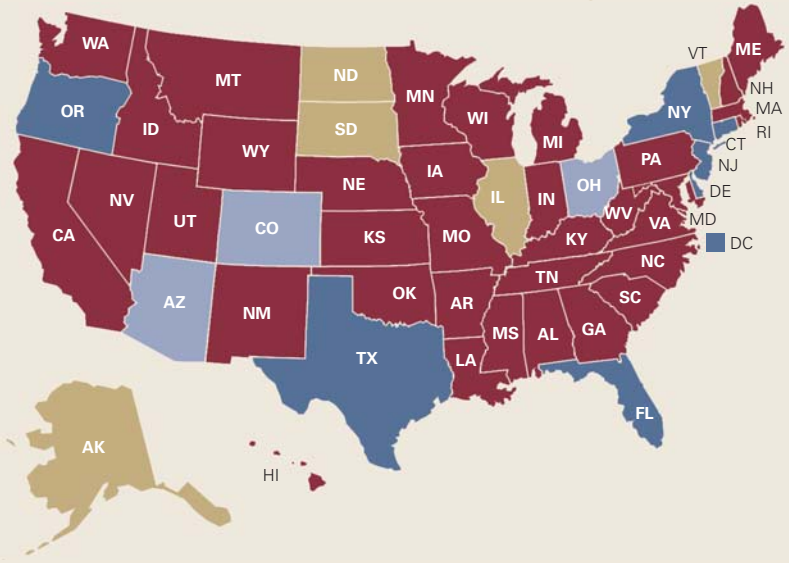
Mapping Out Reading Achievement

Beneath a modest national improvement in 4th grade reading, an analysis reveals considerable variation in patterns of change for individual states.

Gain Patterns in 4th Grade Reading (1992-2005)



Achievement Gap Patterns in 4th Grade Reading (1992-2005)



Note: Accommodations were not permitted for students with disabilities and English-language learners in 1992. Gap analysis is based on average scale scores and examines poor-nonpoor, white-black, and white-Hispanic differences.
SOURCE: Educational Testing Service analysis of U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 1992, 1998, and 2005 Reading Assessments

A Decade of Policy Indicators

Quality Counts 2006 tracks state policy efforts over the past decade in four core areas—standards, assessments, accountability, and efforts to improve teacher quality—to see where states have made progress. In general, states received 1 point for each year that they had a particular policy indicator in place. For indicators with an asterisk, states received 2 points if they met the requirements of the indicator entirely (for example, if state standards were clear and specific for all three grade spans, or if state tests included both short-answer and extended-response items), and 1 point if they did so in part (for example, if a state had adopted content standards but not in all four subjects specified, or if it required between one and 10 weeks of student teaching). The national implementation score was calculated by taking the average across all 50 states in each policy area. The analysis does not include the District of Columbia.

The specific indicators are as follows.

Standards:

- State has adopted standards in the core academic subjects of English, mathematics, science, and social studies.*
- English standards at all grade levels—elementary, middle, and high school—are clear, specific, and grounded in content.*
- Math standards at all grade levels are clear, specific, and grounded in content.*
- Science standards at all grade levels are clear, specific, and grounded in content.*
- Social studies standards at all grade levels are clear, specific, and grounded in content.*

Assessments:

- State tests go beyond multiple-choice items to include short-answer questions and those requiring an extended response from students.*
- English tests are aligned with state content standards.
- Math tests are aligned with state content standards.
- Science tests are aligned with state content standards.
- Social studies tests are aligned with state content standards.

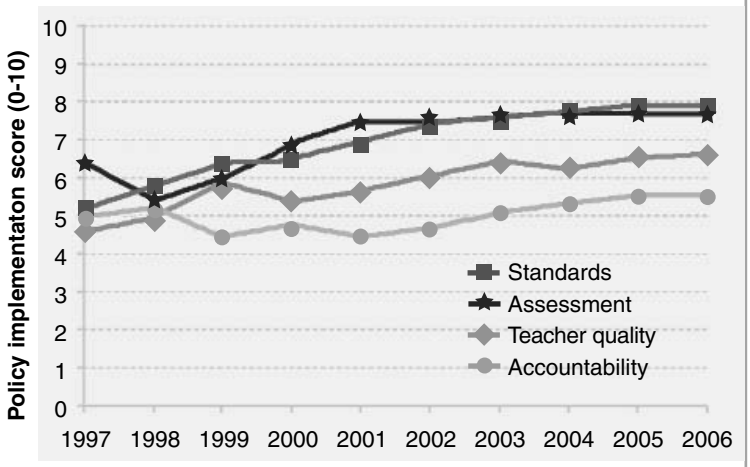
Accountability:

- State provides report cards for all public schools.
- State imposes sanctions on low-performing schools.
- State provides rewards to high-performing or improving schools.
- State took part in the most recent cycle of the state-level National Assessment of Educational Progress.
- Student promotion is contingent on performance on statewide exams.
- High school graduation is contingent on performance on statewide exit or end-of-course exams.

Efforts to Improve Teacher Quality:

- State requires a college major in the subject taught for initial licensure at the high school level.
- Teachers must pass a basic-skills test for initial licensure.
- Teachers must pass a test of subject-matter knowledge for initial licensure.
- Teachers must pass a test of subject-specific pedagogy for initial licensure.
- State provides licensure incentives for teachers who earn certification from the National Board for Professional Teaching Standards.
- State provides financial incentives for teachers who pursue or earn certification from the National Board for Professional Teaching Standards.
- State requires and finances mentoring for all novice teachers.
- Prospective educators must complete 11 or more weeks of student-teaching.*

Trends in Standards-Based-Reform Implementation



SOURCE: Editorial Projects in Education Research Center, 2006

The EPE Research Center Analysis

Quality Counts 2006 finds that over the past decade states have increasingly adopted core policies related to standards-based education—academic standards, aligned assessments, accountability, and efforts to improve teacher quality. The report also highlights widespread achievement gains on the National Assessment of Educational Progress over the same period, particularly in mathematics.

A more controversial issue is whether rising student achievement during this period can be linked to state policy. To explore this question, the EPE Research Center performed a series of statistical analyses using regression models to measure the relationship between state-policy implementation and student achievement.

The predictor for the analyses was changes in the strength of states' standards-based policies between 1997 and 2005. The Research Center used 24 individual policy indicators to create an overall scale for standards-based policy implementation, as well as subscales for standards, assessments, accountability, and efforts to improve teacher quality. The use of these subscales allowed the researchers to consider whether particular policy areas contributed relatively more or less to changes in achievement.

The outcome in the regression models was changes in NAEP scale scores, between 1996 and 2005 for math, and between 1998 and 2005 for reading. The center conducted separate analyses for math and reading in grades 4 and 8. To avoid biasing the results, the regression models controlled for states' initial NAEP performance at the start of the period, and for the initial strength of states' standards-based policies. Preliminary analyses also examined the relationship between achievement gains and measures of financial resources and equity, but found no effects after controlling for prior achievement levels. These finance indicators were not included in subsequent models.

The center's first set of analyses found a moderate positive relationship between states' overall implementation of standards-based policies and student achievement gains for math, but a slight negative relationship for reading. Additional regression models breaking down the policy indicator into its four subscales revealed that implementation of policies to support teacher quality related negatively to achievement gains in both math and reading, while effects were positive for standards, assessments, and accountability.

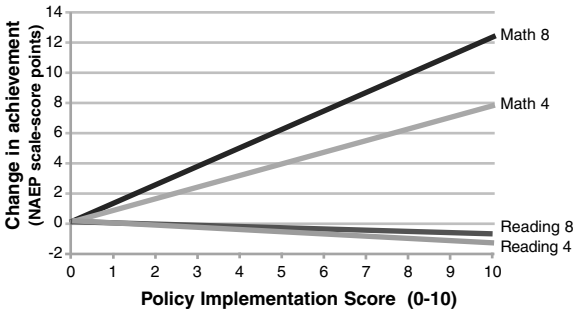
In a final analysis, the Research Center eliminated the teacher-quality policies from the overall measure of standards-based implementation. With attention focused specifically on standards, assessments, and accountability, the relationship between states' policy implementation and gains in student achievement became much stronger. The enactment of a full complement of standards, assessment, and accountability policies was associated with statistically significant gains of 13 points in 8th grade math and 9 points in 4th grade math. Effects were positive but more modest for reading.

Making the Connection: Standards-Based Reform and Student Achievement

The EPE Research Center examines the relationship between state implementation of standards-based policies and changes in student achievement over the past decade.

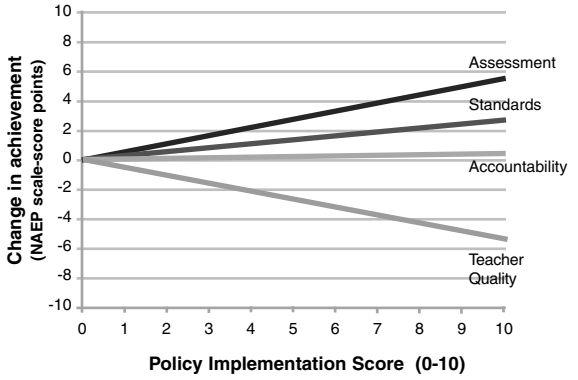
Initial results from regression analyses find moderate positive effects of standards-based reform on math but small negative impacts for reading.

Impacts of Standards-Based Reform (With Teacher Quality) on NAEP Achievement



Detailed analysis shows that policies to improve teacher quality have a consistent negative relationship with achievement growth in both subjects (4th grade math shown).

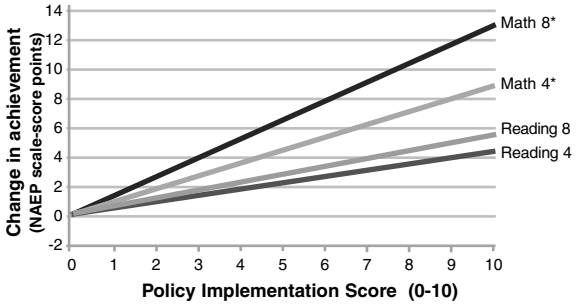
Impact of Standards-Based Policies On 4th Grade Math



In a second set of analyses, teacher-quality indicators are removed from the overall index of standards-based-reform implementation.

The new analysis shows positive impacts of standards-based reform on both subjects. Effects are statistically significant for math.

Impacts of Standards-Based Reform (Without Teacher Quality) on NAEP Achievement



* Standards-based reform impact on achievement is statistically significant.

State Gains on the National Assessment of Educational Progress

The tables below describe the ways in which state trends in student achievement compare with trends for the nation as a whole. States are classified based on statistical analyses used to identify significant differences from the national average. An asterisk (*) denotes states with gains above or below the national average at both grade levels.

Grade 4 Reading 1992-2005	
Above the National Average Achievement in these states improved more than the nation.	**Below the National Average** Achievement in these states has declined over time.
Delaware* Florida Maryland New York	Indiana Iowa Maine New Mexico* Oklahoma* Wisconsin
At the National Average: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Georgia, Hawaii, Idaho, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Wyoming	
States not participating in the earlier assessment: Alaska, Illinois, Kansas, Montana, Nevada, Oregon, South Dakota, Vermont, Washington	

Grade 8 Reading 1998-2005	
Above the National Average Achievement in these states improved more than the nation.	**Below the National Average** Achievement in these states has declined over time.
Delaware* Massachusetts Wyoming	Arizona Connecticut Nevada New Mexico* Oklahoma* West Virginia
At the National Average: Alabama, Arkansas, California, Colorado, District of Columbia, Florida, Georgia, Hawaii, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin	
States not participating in the earlier assessment: Alaska, Idaho, Illinois, Indiana, Iowa, Michigan, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Vermont	

Grade 4 Math 1992-2005	
Above the National Average Achievement in these states improved more than the nation.	**Below the National Average** Achievement in these states improved less than the nation.
Arkansas* Delaware* Florida Louisiana* Mississippi* North Carolina* Ohio South Carolina* Texas*	Iowa* Maine* Missouri* Nebraska* New Mexico* North Dakota* Oklahoma* Utah* Wisconsin
At the National Average: Alabama, Arizona, California, Colorado, Connecticut, District of Columbia, Georgia, Hawaii, Idaho, Indiana, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee, Virginia, West Virginia, Wyoming	
States not participating in the earlier assessment: Alaska, Illinois, Kansas, Montana, Nevada, Oregon, South Dakota, Vermont, Washington	

Grade 8 Math 1992-2005	
Above the National Average Achievement in these states improved more than the nation.	**Below the National Average** Achievement in these states improved less than the nation.
Arkansas* Delaware* Louisiana* Massachusetts Mississippi* North Carolina* South Carolina* Texas* Virginia	Idaho Iowa* Maine* Missouri* Nebraska* New Mexico* North Dakota* Oklahoma* Rhode Island Utah* Wyoming
At the National Average: Alabama, Arizona, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kentucky, Maryland, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Tennessee, West Virginia, Wisconsin	
States not participating in the earlier assessment: Alaska, Illinois, Kansas, Montana, Nevada, Oregon, South Dakota, Vermont, Washington	

State Gap Trends on the National Assessment of Educational Progress

The tables below describe the ways in which the sizes of achievement gaps between student groups have changed over time. States are classified based on statistical analyses used to identify significant trends. States that experienced gap closing due to a significant decline in the performance of the higher-achieving group were excluded from the tables.

Grade 4 Reading Gaps 1992-2005 (1998-2005 for Poor-Nonpoor Gaps)

Reduction of Gaps	Subgroups	Widening of Gaps	Subgroups
Connecticut	Hispanic-White	Arizona	Hispanic-White
Delaware	Poor-Nonpoor	Colorado	Hispanic-White
District of Columbia	Poor-Nonpoor	Ohio	Black-White
Florida	Black-White, Poor-Nonpoor		
New Jersey	Hispanic-White		
New York	Hispanic-White, Poor-Nonpoor		
Oregon	Poor-Nonpoor		
Texas	Poor-Nonpoor		

Grade 8 Reading Gaps 1998-2005

Reduction of Gaps	Subgroups	Widening of Gaps	Subgroups
Delaware	Black-White	None	
Utah	Poor-Nonpoor		

Grade 4 Math Gaps 1992-2005 (1996-2005 for Poor-Nonpoor Gaps)

Reduction of Gaps	Subgroups	Widening of Gaps	Subgroups
Alabama	Black-White	None	
Arizona	Poor-Nonpoor		
California	Black-White		
Connecticut	Black-White, Hispanic-White, Poor-Nonpoor		
Delaware	Black-White, Poor-Nonpoor		
District of Columbia	Poor-Nonpoor		
Florida	Black-White		
Georgia	Black-White		
Indiana	Poor-Nonpoor		
Louisiana	Black-White		
Maryland	Poor-Nonpoor		
Massachusetts	Black-White, Hispanic-White		
Mississippi	Black-White, Poor-Nonpoor		
Missouri	Black-White		
New Jersey	Black-White, Hispanic-White, Poor-Nonpoor		
New York	Hispanic-White, Poor-Nonpoor		
North Carolina	Black-White		
Oregon	Poor-Nonpoor		
Pennsylvania	Black-White		
South Carolina	Black-White		
Texas	Poor-Nonpoor		
Virginia	Black-White		
West Virginia	Poor-Nonpoor		

Grade 8 Math Gaps 1992-2005 (1996-2005 for Poor-Nonpoor Gaps)

Reduction of Gaps	Subgroups	Widening of Gaps	Subgroups
New York	Black-White	Hawaii	Poor-Nonpoor
California	Hispanic-White	Minnesota	Poor-Nonpoor
Texas	Hispanic-White, Poor-Nonpoor		

Summary of Grades

Student Achievement

	Standards and Accountability	Efforts To Improve Teacher Quality	School Climate	Resource Equity	Graduation rates[3]		
					2001-02	1992-93	Improvement[5]
Alabama	B	B	C-	C+	60	59	0
Alaska	C-	D	D+	D+	64	67	-4
Arizona	B	D	C+	D+	66	64	+3
Arkansas	C+	A-	C+	B-	71	73	-1
California	B+	B-	C	B-	71	64	+7
Colorado	B	C	B	C-	70	71	-1
Connecticut	B-	A-	B-	C	78	77	+2
Delaware	B+	C+	B	B-	62	67	-6
District of Columbia	C+	D	C-	NA[1]	61	54	+7
Florida	A	C	C	B-	57	61	-3
Georgia	A-	C+	C+	C	58	59	-2
Hawaii	B+	C-	C	NA[2]	66	90	-24
Idaho	B	D	C+	F	77	75	+2
Illinois	B+	C	C+	D+	75	75	0
Indiana	A	B-	C	B-	73	76	-4
Iowa	F	C+	B-	B+	79	83	-4
Kansas	C	B+	B-	C+	75	78	-4
Kentucky	B+	B	C	C	72	69	+3
Louisiana	A	A	C-	B	64	57	+8
Maine	C	D	B	C-	74	79	-5
Maryland	A-	C+	D+	C-	77	77	-1
Massachusetts	A	C	B-	C-	70	76	-6
Michigan	B	D	C-	C-	73	73	0
Minnesota	C+	C	B	B	79	86	-8
Mississippi	C+	C	D+	C-	61	59	+2
Missouri	D+	B-	B	C	77	71	+6
Montana	D	D+	C-	D-	76	81	-6
Nebraska	D	C	C+	C+	78	81	-2
Nevada	B-	C	C-	A-	55	70	-14
New Hampshire	C	C-	B-	D	77	76	+1
New Jersey	B+	B	B-	C-	84	80	+4
New Mexico	A	B	C	B+	61	60	+2
New York	A	B-	C	C	61	64	-3
North Carolina	B	B	C+	C-	65	64	+1
North Dakota	C-	D+	C	D-	80	81	-1
Ohio	A-	B	C+	C	75	70	+5
Oklahoma	B+	B	C+	B-	70	73	-2
Oregon	C+	D	C+	C-	71	70	+1
Pennsylvania	B-	B	C	C-	77	77	0
Rhode Island	C	C-	B	D	74	72	+1
South Carolina	A	A	C+	C	52	60	-8
South Dakota	B-	D+	C+	C+	78	78[4]	0
Tennessee	B	C+	C+	C	59	61	-1
Texas	B-	C-	C	C-	67	57	+10
Utah	C+	C-	C	B+	79	84	-5
Vermont	B-	C-	B-	F	80	80	0
Virginia	B	B+	C	D+	74	75	-1
Washington	B	C	C+	C	66	70[4]	-4
West Virginia	A	B	C+	B	72	78	-6
Wisconsin	B-	C+	B	B-	79	79	0
Wyoming	D	D+	B	C+	72	78	-6
U.S.	—	—	—	—	69	69	+1

Note: A dash (—) in U.S. row indicates that a total was not appropriate.

[1]Because the District of Columbia does not have a state revenue source, it did not receive a grade for equity. The District of Columbia is a single-district jurisdiction.

[2]Because Hawaii is a single-district state, it is not appropriate to measure district-level equity. It did not receive a grade for equity.

[3]Changes in graduation rates over time may reflect changes in state information systems and/or requirements for diploma recipients.

[4]Graduation rates from 1992-93 were not available. Data from the closest available year were used: South Dakota (1993-94) and Washington state (1994-95).

[5]Improvement was calculated using decimals.

Student Achievement

	Reading: 4th Grade			**Reading:** 8th Grade			**Math:** 4th Grade			**Math:** 8th Grade		
	Percent of 4th graders scoring at or above proficient			Percent of 8th graders scoring at or above proficient			Percent of 4th graders scoring at or above proficient			Percent of 8th graders scoring at or above proficient		
	NAEP 2005	State test 2005[1]	Difference[4]	NAEP 2005	State test 2005[1]	Difference[4]	NAEP 2005	State test 2005[1]	Difference[4]	NAEP 2005	State test 2005[1]	Difference[4]
Alabama	22	83	61	22	69	47	21	73	52	15	63[2]	48
Alaska	27	79[2]	52	26	80[2]	54	34	76[2]	42	29	62[2]	33
Arizona	24	72[3]	48	23	67[3]	44	28	76[3]	48	26	63[3]	37
Arkansas	30	52[3]	22	26	57[3]	31	34	50[3]	16	22	33[3]	11
California	21	47	26	21	39	18	28	50	22	22	37	15
Colorado	37	86	49	32	86	54	39	90	51	32	75	43
Connecticut	38	67	29	34	75	41	42	79	37	35	76	41
Delaware	34	84	50	30	78	48	36	79	43	30	53	23
District of Columbia	11	—	—	12	—	—	10	—	—	7	—	—
Florida	30	71	41	25	44	19	37	64	27	26	59	33
Georgia	26	87	61	25	83	58	30	75	45	23	69	46
Hawaii	23	52	29	18	38	20	27	29	2	18	21	3
Idaho	33	87	54	32	82	50	40	90	50	30	69	39
Illinois	29	67	38	31	73	42	32	79	47	29	54	25
Indiana	30	75	45	28	67	39	38	73	35	30	71	41
Iowa	33	79	46	34	72	38	37	81	44	34	75	41
Kansas	32	78	46	35	77	42	47	85	38	34	68	34
Kentucky	31	68	37	31	62	31	26	45	19	23	36	13
Louisiana	20	64	44	20	50	30	24	61	37	16	51	35
Maine	35	53	18	38	44	6	39	39	0	30	29	-1
Maryland	32	81	49	30	66	36	38	76	38	30	52	22
Massachusetts	44	50	6	44	66	22	49	40	-9	43	39	-4
Michigan	32	82	50	28	73	45	38	73	35	29	62	33
Minnesota	38	78	40	37	74	37	47	78	31	43	76	33
Mississippi	18	89	71	18	57	39	19	79	60	14	53	39
Missouri	33	35	2	31	33	2	31	43	12	26	16	-11
Montana	36	75	39	37	64	27	38	57	19	36	63	27
Nebraska	34	85	51	35	86	51	36	88	52	35	82	47
Nevada	21	45	24	22	51	29	26	51	25	21	49	28
New Hampshire	39	—	—	38	—	—	47	—	—	35	—	—
New Jersey	37	82	45	38	72	34	45	80	35	36	62	26
New Mexico	20	52[2]	32	19	51[2]	32	19	39[2]	20	14	24[2]	10
New York	33	70	37	33	48	15	36	85	49	31	56	25
North Carolina	29	82	53	27	88	61	40	92	52	32	84	52
North Dakota	35	75	40	37	72	35	40	79	39	35	65	30
Ohio	34	77[2]	43	36	79[2]	43	43	66	23	33	60[2]	27
Oklahoma	25	79	54	25	81	56	29	84	55	21	76	55
Oregon	29	86	57	33	63	30	37	86	49	34	64	30
Pennsylvania	36	64	28	36	64	28	41	69	28	31	63	32
Rhode Island	30	—	—	29	—	—	31	—	—	24	—	—
South Carolina	26	36	10	25	30	5	36	41	5	30	23	-7
South Dakota	33	87	54	35	79	44	41	82	41	36	69	33
Tennessee	27	87	60	26	87	61	28	87	59	21	87	66
Texas	29	79	50	26	83	57	40	81	41	31	61	30
Utah	34	78	44	29	77	48	37	75	38	30	73	43
Vermont	39	—	—	37	—	—	44	—	—	38	—	—
Virginia	37	77	40	36	76	40	39	88	49	33	81	48
Washington	36	80	44	34	69	35	42	61	19	36	51	15
West Virginia	26	81	55	22	80	58	25	75	50	18	70	52
Wisconsin	33	81	48	35	84	49	40	71	31	36	72	36
Wyoming	34	47	13	36	39	3	43	39	-4	29	38	9
U.S.	—	—	—	—	—	—	—	—	—	—	—	—

Note: A dash (—) indicates data were not available or, in U.S. row, that a total was not appropriate.

[1] If states did not offer tests at grades 4 or 8, the EPE Research Center accepted test results from the next-closest grade level.

[2] State implemented a new assessment in 2005; results prior to 2005 may not be comparable.

[3] In Arizona and Arkansas, 2005 results represent the beginning of a new trend line; results prior to 2005 may not be comparable.

[4] Column denotes differences between the total percent of students scoring at or above proficient on NAEP and the total percent of students scoring at or above proficient on the state-required assessment at the equivalent subject and grade. Differences were calculated using decimals. A minus sign (-) denotes that a lower percentage of students scored at the proficient level or higher on the state test than on NAEP.

State of the States: *EPE Research Center* Examines State Education Policy Efforts

STUDENT ACHIEVEMENT:

- Scores from the 2005 National Assessment of Educational Progress show that reading achievement has remained fairly flat over the past two years, while gains in math have slowed.

- Comparisons of achievement data from NAEP with state exam results suggest a wide range of standards for defining proficient performance. While only about 21 percent of 4th graders in Alabama scored at or above "proficient" on the NAEP math test in 2005, 73 percent reached that bar on the state's math exam.

STANDARDS AND ACCOUNTABILITY:

- As of the 1997 inaugural edition of *Quality Counts*, only **31 states** had adopted content standards in the four core subjects and **12** had no academic standards. Now only **Iowa** is still lacking state-level academic-content standards in any core subject.

- **47 states and the District of Columbia** now use tests aligned with state standards at the elementary, middle, and high school levels in English and math, up from **46 states** last year and **29 states** during the 1999-2000 school year.

- **37 states** offer assistance to all of their low-performing schools – up from **36 states** last year. But only **28 states** impose sanctions on all low-performing schools (Title I and non-Title I alike), just one more state than in 1996. Only **16 states** provide rewards to high-performing or improving schools, down from **17 states** in 1996.

- State grades for standards and accountability range from an A in 8 states to an F in Iowa.

EFFORTS TO IMPROVE TEACHER QUALITY:

- For the 2005-06 school year, **42 states and the District of Columbia** require high school teachers to pass subject-matter tests to receive their initial licenses, **six** more states than last year and up from **29 states** in 2000.

- While **31 states** require all high school teachers to major in the main subjects they plan to teach, only **Kansas and Alabama** require the same of all middle school teachers.

- **47 states and the District of Columbia** have systems in place to identify low-performing teacher-preparation programs statewide, but only **11 states** identified any low-performing or at-risk institutions for 2004-05. Only 20 such institutions were identified nationwide.

- **39 states** now pay for teacher professional development, compared with **35** states in the 1998-99 school year. In 2005-06, **15 states** require and finance mentoring for their beginning teachers. *Quality Counts 1997* reported that only **14 states** had such policies.

- State grades for efforts to improve teacher quality range from an A in Louisiana and South Carolina to a D in 6 states and the District of Columbia.

SCHOOL CLIMATE:

- **18 states** now survey students, parents, or teachers about school conditions, compared with **eight states** in 2003.

- For the 2005-06 school year, **33 states** have class-size reduction programs. This represents a slight increase from **31 states** in 2002.

- **33 states and the District of Columbia** have laws or regulations related to school bullying, up from **30 states and the District** last year. But only **15 states** pay for bullying-prevention programs.

- State grades for school climate range from a B in eight states to a D-plus in three states.

RESOURCE ADEQUACY AND EQUITY:

- States averaged **$8,041** in per-pupil expenditures for education in the 2002-03 school year, a **1.6** percent increase from the prior year and a 17 percent increase compared to the 1993-94 per-pupil figure of **$6,899**.

- Between 1993-94 and 2002-03, **27 states** had increased their per-pupil spending by more than 20 percent. **Arkansas, New Mexico, and New Hampshire** increased per-pupil spending by more than 50 percent during that period.

- Like last year, *Education Week* did not grade the states on adequacy, and instead ranked the states on key indicators of education spending. State grades for equity of funding range from an A-minus in Nevada to an F in Idaho and Vermont.

Quality Counts 2006
Available on edweek.org

Quality Counts celebrates its 10th year with a special online version, available free of charge for a limited time, beginning January 4 at 10 a.m. Eastern time. A paid subscription will be required to view the entire report online after February 4.

The online version of *Quality Counts 2006* provides features to help users navigate the report's rich content and find the data they need quickly and easily. Each feature story includes links to key sources and organizations. In addition, users can quickly access each state's policy report card using an interactive state map. A special data-analysis feature enables users to review all indicators for a single state or compare results across two or more states. Fifty-state data tables are downloadable in PDF and Excel formats.

For the first time, the release of *Quality Counts 2006* features special online extras not available in the print version. For instance, users can download individualized reports for the 50 states and the District of Columbia that highlight and expand on state-specific findings from *Quality Counts*. These state highlights reports provide a wealth of information on state policy and student performance, including trend data over the past 10 years. For the print edition of *Quality Counts 2006*, the Editorial Projects in Education Research Center performed an original analysis examining the impact of states' implementation of standards-based education policies on student achievement during the past decade. A special research report with an extended presentation of the results is available online. Beginning January 11, the Web site will host a series of four weekly online chats where edweek.org users can exchange views of standards-based reform with leading experts in educational policy and research.

QUALITY COUNTS 2006 is located at www.edweek.org/qc06

Visit the **EPE RESEARCH CENTER** online

www.edweek.org/rc

- **Education Counts** - More than 250 state-level K-12 education indicators from **QUALITY COUNTS**, **TECHNOLOGY COUNTS**, and other sources, some of which have been tracked for a decade
- **State Info** - Key statistics from across the states on achievement, funding, class size, and more
- **Issues A-Z** - Brief, research-based background essays on issues ranging from technology to teachers, with links to additional resources
- **Special Reports** - Research and analysis from the EPE Research Center on the No Child Left Behind Act, school leadership, and school salaries, plus the annual **QUALITY COUNTS** and **TECHNOLOGY COUNTS** reports and a recent study on the treatment of evolution in state science standards
- **Chats** - Transcripts of live Web chats, featuring leaders in education discussing key policy issues with our online audience

Access the Education Counts database to build custom tables, charts, and maps using **QUALITY COUNTS 2006** data.